

**Title III English Language Proficiency
Annual Measurable Achievement Objectives
2005-06**

INTERPRETIVE GUIDE

This document gives information on understanding Annual Measurable Achievement Objectives (AMAO) derived from data collected from the annual state-approved English language proficiency assessment (ELPA) administered during the 2005-2006 school year. As required under Title III of the No Child Left Behind Act of 2001, each state must set AMAO or targets for cohorts of students designated limited English proficient (LEP).

Annual Measurable Achievement Objectives (AMAO)

Under Title III of No Child Left Behind, each state must set AMAO or targets for cohorts of LEP students in:

- a. making progress in learning English according to state English Language Proficiency Standards;
- b. attaining English proficiency as measured by a valid and reliable English language proficiency assessment; and,
- c. making adequate yearly progress (AYP) on state academic assessments under Title I.

Title III also holds each district serving LEP students accountable for making progress towards meeting the state AMAO. Districts are considered to have met Title III AMAO if all cohorts met:

- English language proficiency progress
- English language proficiency attainment goals
- the LEP subpopulation made AYP in reading, mathematics and participation under Title I.

Kentucky set its state targets or AMAO for progress and attainment of English language proficiency by cohorts of LEP students based on English language proficiency assessment results from the 2002-2003 base year. In consultation with educators of English language learners in Kentucky, cohorts of LEP students were defined based on

1. Their number of years of instruction in a US school, and
2. Whether they had formal schooling versus limited or no formal schooling experience in their country of origin.

LEP students with formal schooling were placed into cohorts based on their number of years of instruction in a US school and expected to attain English language proficiency in five (5) years. LEP students with limited or no formal schooling were placed into cohorts based on their number of years of instruction in a US school and expected to attain English language proficiency in seven (7) years.

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Cohorts

Formal Schooling

Kentucky LEP students with formal schooling were placed into five cohort groups based on the number of years enrolled in an English language instructional program. Year 1 Cohort refers to students who have received less than two years of English language instruction, and Year 5 Cohort refers to students who have received five or more years of English language instruction in or out of the district.

Cohort	# Years of Instruction in a US School
1	< 2
2	2 to <3
3	3 to <4
4	4 to <5
5	5 and over

Annual progress and attainment goals for each of these cohorts also considered these students' entry proficiency level. (Their proficiency level when they first enrolled in the language instructional program impacts the rate at which they make progress in learning English and in acquiring English proficiency.) The state's goal is for these LEP students to make annual progress at a rate that will enable them to attain English language proficiency in five years of English language instruction.

Limited or No Formal Schooling

Kentucky LEP students with limited or no formal schooling were placed into seven cohort groups based on the number of years enrolled in an English language instructional program.

Cohort	# Years of Instruction in a US School
1	<2
2	2 to <3
3	3 to <4
4	4 to <5
5	5 to <6
6	6 to <7
7	7 and over

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The state's goal is for these LEP students to make annual progress at a rate that will enable them to attain English language proficiency in seven years of English language instruction.

Protocol Used for the Determination of Cohorts

Step 1: The Number of Years a K-12 and 14 (un-graded) student has been enrolled in a US school (*# Yrs. Enrolled in US School* on the LEP export) based on a calculation from the **First US School Entry** date entered LEP screen in STI.

Step 2: If information referenced in Step 1 was invalid or missing, the date **Identified LEP** entered on the LEP screen in STI (*Date Identified LEP* on the LEP export) was used to calculate the Number of Years in a US School.

Step 3: If information referenced in Step 1 and Step 2 was invalid or missing, the date **Enrolled LEP** (*Date Enrolled in Language Education* on the LEP export) was used to calculate the Number of Years in a US School.

When the three preceding steps do not produce a usable value for determining a cohort, the student will be placed in Cohort 1 (under two years in US school).

Progress Goal

Grade K

Kentucky LEP students in Grade K are not included in the progress computation. There are no prior year test results to make the comparison.

Grade 1

Kentucky LEP students in Grade 1 were assessed using the LAS, Pre-LAS, IPT or Pre-IPT, and their proficiency levels from the Oral, Reading and Writing Components were combined and mapped onto the state English Language Proficiency Standards at five levels: Beginning (B), Lower Intermediate (LI), Upper Intermediate (UP), Advanced (Ad), Attained (At). Since Pre-Las and Pre-IPT do not have a Reading or Writing component, a score of 2 is added to the Oral score before mapping. The annual progress goal (state or district) is the percentage of LEP students in each cohort who have progressed by at least one proficiency level, e.g. Beginning to Lower Intermediate.

Grades 2-12 and 14

Kentucky LEP students in Grades 2-12 and 14 were assessed using the Language Assessment Scales (LAS) or the IDEA Proficiency Test (IPT), and their proficiency levels from the Oral, Reading and Writing Components were combined and mapped onto the state English Language Proficiency Standards at five levels: Beginning (B), Lower Intermediate (LI), Upper Intermediate (UI), Advanced (Ad), and Attained (At). The annual progress goal (state or district) is the percentage of LEP students in each cohort who progressed by at least one proficiency level, e.g. Beginning to Lower Intermediate.

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Kentucky English Language Proficiency Levels	Composite Scores	Composite Scores
	Language Assessment Scales LAS – PLAS	IDEA Proficiency Test IPT – PIPT
Beginning	3-4	3-4
Lower Intermediate	5-6	5-6
Upper Intermediate	7-8	7
Advanced	9	8
Attained	10-11	9

2005-06 Progress Protocol

Any LEP student in Grades 1-12 and 14 enrolled for the first time in a Kentucky school in 2005-06 was not included in the progress calculations since he/she did not have a 2004-05 Kentucky English proficiency level.

Progress Credit -- The numerator of the computation is weighted by the number of Kentucky English Language Proficiency Levels achieved by the student. Going from:

- Beginning to Lower Intermediate is a weight of 1
- Beginning to Upper Intermediate is a weight of 2
- Beginning to Advanced is a weight of 3
- Beginning to a Attained is a weight of 4
- Lower Intermediate to Upper Intermediate is a weight of 1, etc.

Progress for Kindergarten

All kindergarten LEP students in 2005-06 were not included in progress calculations since they did not have 2004-05 Kentucky proficiency levels.

Progress for Grade 1

All grade 1 LEP students were considered to have made progress when the students' 2005-06 LAS/PreLAS/IPT/PreIPT oral score plus 2 was greater than his/her 2004-05 LAS/IPT oral score plus 2. The plus 2 calculation accounts for the lack of Reading and Writing scores in Grade K and 1. The lowest possible score a student can obtain for the Reading and Writing assessments is a 1.

Progress 2005-06 Grade 1 LAS/PreLAS/IPT/PreIPT Score (+2) > 2004-05 Grade K LAS/IPT Score (+2)

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Progress for Grades 2

All grade 2 LEP students were considered to have made progress when the students' 2005-06 Kentucky proficiency level was greater than the summation of his/her 2004-05 LAS/IPT oral score plus 2. The plus 2 calculation accounts for the lack of Reading and Writing scores in Grade 1. The lowest possible score a student can obtain for the Reading and Writing assessments is a 1.

Progress 2005-06 Grade 2 Proficiency Level > 2004-05 Grade 1 LAS/IPT score (+2)

Progress for Grades 3-12 and 14

A LEP student was considered to have made progress when he/she gained one or more Kentucky Proficiency Level(s) (B, LI, UI, Ad, At) from 2004-05 to 2005-06.

Progress by Cohort

The number of 1-12 and 14 students in a Cohort with Kentucky Proficiency Levels in 2005-06 for which there were individual student matches to Kentucky Proficiency Levels in 2004-05 determined the N Count for Progress by Cohort (Less the students who have been at the Attained level in the last two years. Being at the top prevents these students from progressing.) The percentage of Progress for each Cohort was computed by dividing the total number of LEP students in the cohort who made Progress (numerator) as weighted above, by the total Cohort N count – less the Attained (denominator).

Percentage (%) of Progress by Cohort = $\frac{\text{\# Progressed LEP Students weighted in Cohort}}{\text{Total Cohort N Count (less Attained students last two years)}}$

Sufficient Size of Cohort

A Cohort with a total of 10 or more LEP Students is considered to have sufficient size for accountability. A Cohort with less than 10 students does not have Sufficient Size and is not judged against the state progress goal for that Cohort. Therefore, the district does not have a Progress AMAO for that Cohort.

N/A = Cohort without sufficient size

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Confidence Intervals (CI)

The United States Department of Education (USDOE) allows construction of a confidence interval (CI) or error band around percentages of students. Confidence intervals are upper (high CI) and lower limits (low CI) that designate the statistical degree of confidence in the accountability measure. In this case, it is the percentage of Progress by Cohort based on the size (N count) of the Cohort. Confidence intervals are computed for all cohorts with N sizes of 10 or larger. Confidence intervals for student cohorts of *sufficient* size (10 or more students in the Cohort) were constructed using a single sample *t*-test. The confidence interval provides a test for whether or not the observed % Progress is statistically, significantly different from the AMAO at the 99% confidence level.

Meeting the Progress AMAO

A district is considered to have MET the Progress AMAO for a Cohort ("Y" for Yes) if the state % Progress AMAO (goal) for that Cohort is the same as the district's actual % of Progress by Cohort or is within the upper limit of the confidence interval (high CI%) for that district's cohort.

For example:

The last page displays a sample report. The cohort goal for Cohort 4 is 59%. The district actual percent progress was 42% for Cohort 4. The N size for Cohort 4 was 24 and the high CI was 71%. Since 71% is greater than the state Cohort 4 goal of 59%, this district met Progress AMAO for Cohort 4.

A district is considered to have NOT MET the progress AMAO for a cohort if their high CI is under the state 59% Progress AMAO (goal).

Attainment Goal

Grades 2-12 and 14

Kentucky LEP students in Grades 2-12 and 14 whose summation of 10 or 11 for Oral, Reading and Writing proficiency levels on the LAS mapped onto the Attained (At) level on the state English Language Proficiency Standards were considered to have "attained" English language proficiency. Kentucky LEP students in Grades 2-12 and 14 whose summation of 9 for Oral, Reading and Writing proficiency levels on the IPT mapped onto the Attained (At) level on the state English Language Proficiency Standards were considered to have "attained" English language proficiency. The annual attainment goal (state or district) is the percentage of LEP students in each cohort who attained English language proficiency in 2005-2006.

A student who has reached the Attained (At) level will continue to be included in the district cohorts' Attainment percentages until he/she is officially exited from LEP status according to district policy.

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Grades K-1

Kentucky LEP students in Grades K-1 whose Oral proficiency level on the Pre-LAS/LAS Oral or the Pre-IPT/IPT Oral mapped onto the Attained (At) level on the state English Language Proficiency Standards were considered to have “attained” English language proficiency.

Attainment is achieved if the student has a PreLAS/LAS level of 5 or PreIPT/IPT level of 3, based on the Oral assessment.

2005-2006 Attainment Protocol

Attainment by Cohort

The Number of K-12 and 14 LEP students in a Cohort with KY Proficiency Levels in 2005-2006 determined the N Count for Attainment by Cohort. Note that the N Count for Attainment may be different from the N Count for Progress for the same Cohort. The N Count for Attainment only includes the students tested and served this year, whereas the N Count for Progress only includes students who were served and tested in both 2004-2005 and 2005-2006.

The % Attainment for each Cohort is computed by dividing the total number of K-12 and 14 LEP students in the cohort who are considered to have attained (at) proficiency (numerator) by the total Cohort N count (denominator).

$$\text{Percentage (\%) of Attainment by Cohort} = \frac{\text{\# Attained LEP Students in Cohort}}{\text{Total Cohort N Count}}$$

Sufficient Size of Cohort

A Cohort with a total of 10 or more LEP students is considered to have sufficient size for accountability. A cohort with less than 10 students does not have Sufficient Size and is not judged against the state attainment goal for that cohort. Therefore, the district does not have an Attainment AMAO for that cohort.

N/A = Cohort without sufficient size

Confidence Intervals (CI)

The United States Department of Education (USDOE) allows construction of a confidence interval (CI) or error band around percentages of students. Confidence intervals are upper (high CI) and lower limits (low CI) that designate the statistical degree of confidence in the accountability measure (in this case, % Attainment by Cohort) based on the size (N) of the cohort. Confidence intervals are computed for all

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cohorts with N sizes of 10 or larger. Since N counts for Attainment are typically larger than N counts for Progress, their error band or confidence interval is smaller, and this decreases the range within which the Attainment AMAO considered to have been met.

Confidence intervals for student cohorts *of sufficient size* (10 or more students in the cohort) were constructed using a single sample *t*-test. The confidence interval provides a test for whether or not the observed % Attainment is statistically, significantly different from the AMAO at the 99% confidence level.

Meeting the Attainment AMAO

A district is considered to have MET the Attainment AMAO for that cohort if the state % Attainment AMAO (goal) for that Cohort is the same as the district's actual % Attainment by Cohort, or is within the upper limit (high CI%) of the confidence interval for that district's cohort.

For example:

The last page displays a sample report, and the attainment cohort goal for Cohort 2 is 5%. The district's actual percent Attainment was 33% for Cohort 2. This district met Attainment AMAO for Cohort 2.

A district is considered to have NOT MET attainment AMAO for a cohort if their high CI is under the state % Attainment AMAO (goal).

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Sample -- AMAO Report



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2005-2006

District Report-- nnn - A Sample Report

K-12 & 14 LEP Students with Formal Schooling

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	1	2	3	4	5	
State Progress Goal	59%	59%	59%	59%	59%	
Cohort N	62	48	30	24	14	178
% Progress (low CI, high CI)	89%(78,99)	100%(**,**)	100%(**,**)	42%(13,71)	79%(44,100)	87%
Met Progress AMAO	Y	Y	Y	Y	Y	
State Attainment Goal	0%	5%	17%	25%	53%	
Cohort N	203	78	44	31	18	374
% Attainment (low CI, high CI)	5%(1,10)	33%(19,48)	70%(52,89)	68%(44,91)	72%(41,100)	27%
Met Attainment AMAO	Y	Y	Y	Y	Y	

K-12 & 14 LEP Students with Limited or No Formal Schooling

Annual Measurable Achievement Objectives	Cohorts: Years of Instruction							ALL
	1	2	3	4	5	6	7	
State Progress Goal	50%	50%	50%	50%	50%	50%	50%	
Cohort N	0	0	0	0	0	0	0	0
% Progress (low CI, high CI)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Met Progress AMAO	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
State Attainment Goal	0%	0%	0%	0%	0%	50%	50%	
Cohort N	0	0	0	0	0	0	0	0
% Attainment (low CI, high CI)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Met Attainment AMAO	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

Notes apply to both tables:

Not meeting AMAOs for one or more cohorts for progress or attainment is considered not having met AMAOs for the District.

** Confidence Level is not computed when Progress Percent is 100. Progress levels achieved may be a higher count than the number of students participating; Progress Percent is limited to 100.

District MET 2004-2005 LEP AYP

District MET 2004-2005 Title III AMAO for Progress

District MET 2004-2005 Title III AMAO for Attainment

District MET 2004-2005 OVERALL Title III AMAO

N/A
Yes
Yes
Yes

5/10/2006